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ABSTRACT

Presented in this report are brief descriptions of preservice teacher education programs offered by American institutions of higher education and inservice teacher education programs and structures in U.S. urban school districts, designed for the education, preparation, and continuing training of professionals for urban schools. The programs were chosen for inclusion in the report because of their basic and/or unique features related to urban education; they were either typical or atypical urban programs. Information provided on each program include the institution or school district offering the program; its geographical location; type of service provided; program overview; and a description of the program curriculum, broadly defined to include not only specific courses but also various activities and experiences. (Author/MJL)

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THE PREPARATION OF TEACHERS FOR THE URBAN SCHOOLS: SELECTED PROGRAMS OFFERED BY INSTITUTIONS OF HIGHER EDUCATION AND URBAN SCHOOL DISTRICTS

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FOREWORD

The following pages contain selected illustrations of pre- and in-service teacher education programs (or sub-programs) offered by institutions of higher education that contribute directly to the education, training or continual training of professionals for urban schools. They were selected for inclusion because of their basic and/or unique merits related to urban education; they were either typical or atypical urban programs. No attempt has been made by the authors to further evaluate the programs.[1] A synthesis of the literature on pre-service and in-service education for urban teachers can be found in a companion volume: State of the Art in Pre-service and In-service Education (UDS #81, Part I).

The examples described here are not inclusive of all programs offered by the institutions. Also, it should be apparent to the reader that the descriptions are not exhaustive treatments of the information provided. The authors took the liberty of reducing and reporting only those programs, or segments of programs, that are directly related to the preparation of urban school personnel. The authors take full responsibility for any inaccuracies or errors.

For the convenience of the reader, the authors list or describe the institution, location, type of service (for example, pre-service,

[1]The programs were culled from a national survey of 200 institutions of higher education from all 50 states. In August, 1981, the authors asked the Deans of Schools, Colleges, or Departments of Education for information, data, and descriptions of pre-service and in-service programs that focused on urban education and/or teachers for the urban schools. We also requested any documentation that established the effectiveness of such programs. The 200 were the primary public and private universities and colleges that either served principally urban communities and clientele or had a statewide mission that would include urban school districts. Forty-nine institutions responded to our request, and only a few sent supporting documentation.

in-service), overview, and curriculum. The term curriculum is broadly defined to include not only specific courses and programs but also various experiences.

Many, if not most, institutions of higher education in teacher preparation and training are, or have been, involved with urban teachers in a variety of activities, such as: short term workshops, mini-courses, regular courses, Continuing Education Unit producing programs, involvement in school district staff development programs, and federally funded projects. The authors did not consider these activities to be either novel or unique per se. Hence, if they were included, the selection was based on other factors.

Hundreds of university and college professors working individually with teachers and/or school districts contribute to the improvement of urban schools and staffs. Although some are paid consultants, others are not. We wish to recognize their contributions and assume that they are members of the faculties of those institutions represented in our survey. Their services to urban education are not described here. Regardless, the authors hope that readers will find the descriptions on the following pages to be informative.

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SELECTED EXAMPLES OF PRE-SERVICE AND IN-SERVICE

PROGRAMS OFFERED BY COLLEGES AND UNIVERSITIES

The University of Alabama in Birmingham
(Birmingham, AL)

Examples of: In-service Education

Overview

The University of Alabama is actively involved in the Birmingham Public Schools through its pre-service education program (for example, field placement) and is also involved through a formal structure (focusing on service and in-service to the urban community) titled The Center for Metropolitan Education Studies.

Curriculum

The Center for Metropolitan Educational Studies is composed of four units concerned with providing direct or indirect service to urban schools. They are: Community Education Services; Research and Evaluation Services; Outreach Field Services; and Laboratory and Clinical Student Activities.

The overall role and mission of the Center is to: provide liaison between the School of Education, the community, school systems, and other agencies; assist local schools and agencies in program development; extend learning opportunities through laboratory, clinical, and field experiences in urban schools; and encourage research and program evaluations. More specifically, Outreach Field Services works closely with schools in in-service and re-education, including courses, workshops, and institutes. Community Education focuses on extending and developing the concept of community education and is funded by the C.S. Mott Foundation.

Arizona State University
(Tempe, AZ)

Example of: In-service Special Education for Regular Classrooms (Multicultural Mainstreaming)

Overview

An in-service training program for teachers and administrators, Training for Individualized Mainstream Education (TIME), has been developed for over 150 high school and elementary teachers. The program provides techniques and methods of training handicapped children in a regular classroom. Along with classes for teachers, there is a class to build the capacity of LEA's to deliver their own in-service in the area of mainstreaming and a workshop for elementary principals. There is a specific multicultural mainstreaming class offered by TIME. Each class offers three semester hours of credit.

Curriculum

The multicultural mainstreaming class focuses on sensitizing classroom teachers to the differences and commonalities among various cultures. Appreciation of and respect for various cultures and individuals within the cultures are stressed. Specifically, the course is structured as follows: Week 1: Orientation -- concept of cultural pluralism; Week 2: Lau Impact -- the impact of the Lau decision on current classroom practices; Week 3: Culture/Language I -- how home culture/language affects student academic performance; Week 4: Culture/Language II -- implement an activity; Week 5: Social Behaviors -- analyze communication skills; Week 6: Language Factors -- identify problems in teaching reading and the teacher's role in teaching oral

language development; Week 7: Reading I -- design and administer an informal reading inventory and identify teaching techniques in the area of work analysis, work recognition, and oral reading skills; Week 8: Reading II (Croft Materials) -- the relationship between reading comprehension and language development; Week 9: Management I -- identify factors of an instructional managment system: engaged time, scheduling and arranging materials; Week 10: Management II -- continuation of Week 9; Week 11: Language Arts -- teaching techniques that enhance language arts skills; Week 12: Social Studies -- implement and evaluate multiethnic units that focus on two or more ethnic groups; Week 13: Parents -- identify ways to communicate meaningfully with the parents of a multicultural mainstreamed student; Week 14: Laws and Mandates -- identify the rights and regulations of Federal and State mandates.

University of California, Berkeley (Berkeley, CA)

Examples of: In-service Education

Overview

Three programs that provide in-service education for teachers will be discussed. They are the Bay Area Writing Project, a Teacher Corps Project and the small grants program from the Instructional Research Laboratory (IRL) of the Professional Development and Applied Research Center of the School of Education.

Curriculum

From the initial project, which started with a small group of San

Francisco Bay Area teachers attempting to improve writing skills in 1971, developed a full program supported by the University of California, Berkeley, the National Endowment for the Humanities, and other funding agencies. The Bay Area Writing Project English Teaching Credential Program features varied successful approaches to writing, supervised experiences, learning of new techniques in writing, English and language arts curriculum, workshops and other experiences related to improving the verbal basic skills of students. Courses can be applied to a M.A.T. Degree in English and Education.

The Teacher Corps project with the Oakland Unified School District has as one of its major thrusts staff development. The goal of the staff development is to enable teachers to help students in the Oakland City schools acquire skills in thinking, questioning, reasoning, problem solving, self-reliance, self-direction, and confidence. These skills are to be applied to specific content areas, oral and written communications, reading, and mathematics.

Field educators in local educational agencies can apply to IRL for small grants to study ways to improve instructional practices. A faculty member from the School of Education must be a co-principal investigator, however; this insures interaction between field educators and professors. The goal of the grants is to improve instructional practices by providing in-service for those involved.

University of California, San Diego (UCSD)
(San Diego, CA)

Examples of: Multicultural, Child-Centered, Bilingual Pre-service Education

The information describing the teacher education program at UCSD is quoted directly from Teacher Education Program (D-002), a mimeographed paper supplied by UCSD.

Overview

The Teacher Education Program (TEP) is designed to provide the UCSD student with a preliminary multiple subjects credential within the framework of existing academic departments. The multiple subjects credential is approved under the Ryan Act and is designed for persons wanting to teach a variety of school subjects -- basically at the elementary school level. There is no school of education at USCD. The UCSD TEP is a campus-wide interdisciplinary program, physically located at Third College because of its commitment to minority education. The program is for undergraduate students only. Students who satisfy TEP requirements graduate from UCSD with a complete major in their selected field of specialization as well as a preliminary Multiple Subjects credential. This credential is issued for five years and enables an individual to teach K-12 in a self-contained classroom. A fifth year of graduate level course work must be completed within five years in order to obtain a "clear" credential.

The main themes of the TEP are multicultural and child-centered education. A multicultural education is pluralistic; it recognizes the unique heritage of different cultures and seeks to preserve each child's cultural identity while providing children with skills necessary to move between different cultural systems if they so choose. A child-centered education is consistent with each child's developmentally acquired ability to learn. Current research in comparative cul-

tures, comparative child development, and social interaction provides the prospective teacher with insight into the relationship between language, culture, human development, and education.

Curriculum

The State requires that the teacher in the elementary school be prepared to teach all the courses normally offered in the elementary school. This necessitates professional preparation as well as practical experience in the classroom. The TEP meets these requirements in the following ways:

Academic Preparation. In addition to fulfilling their major course requirements, teacher candidates must take a minimum of five 4-quarter unit courses in each of the following areas: (1) Math and Science, (2) English, (3) Social Sciences, and (4) Humanities, Foreign Language, Fine Arts, and History. University general education requirements at UCSD satisfy many of these requirements.

Professional Preparation. The State requirement for professional preparation is met by offering courses which deal with the sociology of education (Sociology 116), multicultural education (TEP 193) and cross curricular instructional practices (TEP 191 A-B-C). (See course description below). Students can satisfy the State requirement for special education by taking UCSD UNEX "Teaching the Exceptional Child in the Regular Classroom" as undergraduates or after graduation.

Practical Classroom Experience. The State requirement for classroom experience is one semester of student teaching. TEP requires students to engage in full time classroom instruction, classroom obser-

vation, course preparation, and student evaluation for 15 consecutive weeks to meet the State requirement. Prior to full time student teaching, students are provided with an opportunity to gain preliminary field experience through TEP 191 A-B-C "Practicum in Learning" Students are assigned to work with a small number of students under the supervision of a classroom teacher for at least four hours a week for two academic quarters.

Bilingual Emphasis. Recognizing the need for bilingual teachers with a multicultural perspective, TEP offers a Bilingual Emphasis Program within the framework of the Teacher Education program. This program is designed for students interested in and capable of conducting instruction in two languages. While this emphasis is suitable for all students with expertise in English and any other language, the present expertise of the UCSD faculty and immediate need of the San Diego community make Spanish-English the most highly developed combination.

	Basic Multicultural Program	Bilingual Emphasis Program
I. Language	No prerequisite	Basic proficiency as tested by UCSD Language Lab or its equivalent Teaching proficiency: the ability to instruct in English and Target Language. Teaching proficiency will be measured by a committee composed of a UCSD faculty member, a TEP student, a practicing teacher, a lay person fluent in a target language; the use of videotaped lessons conducted by the candidate will be encouraged.

		Basic Multicultural Program	Bilingual Emphasis Program
II.	Academic Area Requirements	A. Math/Science 5 courses	Same as basic program.
		B. English 5 courses	At least three of the five courses must be taught in the Target Language, e.g., for Spanish/English bilingual students: Lit/Sp 104, 120, 140, 141, 142.
		C. Social Sciences 5 courses	At least one course dealing with bilingual from among: Political Science 108-A, Linguistics 141, 175, 185, Anthropology 185.
		D. Humanities, Fine Arts, History (5 courses to include one course in History/Third World Studies)	Basic program, to include at least three courses dealing with the History, Art, and Culture of the Target Group: Third World Studies 135 plus e.g., Drama 15-16, 165, History 155 A-B (for Spanish/English bilingualism).
III.	Professional Preparation	Sociology 116, TEP 193, TEP 191 A-B-C	Same as basic program.
IV.	Field Preparation	TEP 180, TEP 181 A-B-C (At least 2 are required)	Practice teaching (TEP 180) must be in a bilingual classroom. Any preliminary field work (TEP 181 A-B-C) must be in a bilingual class.

Students who complete the Bilingual Emphasis program will receive a Multiple Subjects credential (preliminary) which specifies "Bilingual Emphasis."

Student Selection

Students interested in applying to the TEP are advised in their sophomore year about the courses they should take in their junior year, at which time the actual coursework for TEP begins. Student performance in these courses is a factor in student selection. Other criteria for admission to the TEP include evidence of:

1. A strong interest in multicultural approaches to education; a strong desire to improve the quality of American education; a strong desire to instruct students as self-activated learners.

2. Experience working with students in educational environments, especially in multicultural settings.

3. Community involvement.

4. Academic excellence.

Prospective candidates for the TEP are carefully reviewed by a committee composed of faculty, local teachers, and former TEP students. About 30 students are accepted into the program each year. Formal acceptance into the TEP takes place during the junior year, prior to the beginning of the Winter quarter.

Courses

Sociology 116: The Social Organization of Education (F) - 4 units. A consideration of the social organization of education in American and other societies; the relationship between socialization and education; the influence that culture has on education; the structure of schools at present in the U.S.; the educational decision making process; evaluation of alternative models of education; suggestions for educational programs that are cross-culturally sensitive, developmentally sound, and student-centered; education for critical consciousness.
Prerequisite: Consent of Instructor.

Psychology 130: Developmental Psychology and Education (W) - 4 units. An introduction to the child's cognitive, perceptual, linguistic, and social development with emphasis on the child's relation to education. Piagetian,

information processing, and cross-cultural points of view will be discussed, including theories of cultural differences in relation to education and the nature of the learning process in relation to success and failure in the school.

Sociology 117: Classroom Interaction (S) - 4 units.
Application of sociolinguistic principles to the study of interaction in classroom and education testing situations. Development of techniques of observations and methods of analysis that are applicable to interactional settings in general, school settings in particular. Interaction from classroom and testing situations will be presented by way of transcripts and videotape. Topics important for the classroom and methods for their analysis will be discussed.

TEP 180: Practicum in Student Teaching (F) - 16 units.
The student engages in classroom observation, course preparation, actual teaching, and student evaluation in a local school under the direction of a master teacher each day for one elementary school semester.

TEP 181 A-B-C: Practicum in Learning (F, W, S) - 4 units.
The focus of the course is on the learning process. Students are assigned to work with a small number of elementary school students under the supervision of participating teachers in local schools. The student will instruct children at least four hours per week, in learning and interpersonal communication.

TEP 191 A-B-C: Innovative Instructional Practices (W, S, F) - 6,6
2 units. This three course sequence provides a theoretical and practical grounding in developmentally acquired ability to learn.

*TEP 192: Building a Bilingual Program in the Classroom (W) - 4 UNITS. History and models of bilingual education. Methods of instruction for bilingual classrooms; teaching in content areas; curriculum development, especially in language arts; technical teaching vocabulary; integrating bilingual and multicultural educational approaches.

TEP 193: Multicultural Education (W) - 4 units.
A historical overview of cultural, ethnic diversity in American society; identification of forces which contributed to the schools' recognition of that diversity; a study of theories and conceptual approaches which influence the development of multicultural education programs and activities; an examination of curriculum programs and teaching strategies which reflect various conceptualizations of multicultural education.

*For bilingual emphasis students only.

University of Colorado at Denver
(Denver, CO)

Examples of: Pre-service Teacher Education, In-service Graduate Education

Overview

The undergraduate teacher education program in elementary and secondary education is designed for urban school settings. A comparable graduate teacher certification (open to those college graduates who want teacher certification) program is offered. Graduate in-service programs offer elements of urban education. There is one master's degree program that has a specific urban component--M.S. in Foundations of Education. Another M.S. degree program has a multicultural and bilingual emphasis.

Curriculum

Courses such as The City as a Cultural Lab (T.Ed. 473), Teaching Reading in Urban Schools (T.Ed. 436), and a senior seminar--Urban Education, Bilingual/Multicultural Education (T.Ed. 414) plus six semester hours of Urban Studies are required of all pre-service teacher education students. Classroom and community field experiences in urban settings are also required. Three-semester proficiency in a foreign language in high school is required (Spanish is recommended). The graduate teacher certification program is similar in scope to the undergraduate program.

Many of the in-service graduate programs give students the option of selecting a specific course(s) designed for urban schools/education. For example, Language Arts in Urban Schools (ElEd 534-3) and Multicul-

tural Education (Curr. 504-3) are available to students (teachers). More specifically, an M.A. program in Educational Foundations requires a nine-semester hours option from one of three cognate areas. One of the areas is urban studies. An additional nine-semester hours must be taken within the School of Education in psychological foundations, research, and multicultural or urban education.

The multicultural emphasis is in reality a bilingual/bicultural program with a 15-semester-hours block of courses in bilingual and bicultural education or 15-semester-hours block of courses in teaching English as a second language. Students mut also take 15 semester hours of core requirements which include 12 semester hours of language related courses (for example, curriculum development, models of teaching, introduction to linguistics, and diagnostic and prescriptive techniques in reading and/or writing).

Duquesne University

(Pittsburgh, PA)

Example of: Pre-service Education

Overview

The Duquesne Model (competency Core Curriculum) of pre-service education is a field oriented, generic competency core program. It blends two basic approaches, humanistic (personal and developmental growth of teacher candidates) and competency based (18 generic competencies) education in a urban environment.

Curriculum

The basic core program is made up of 27 credit hours of experiences

and courses that focus on values (rationale), domains (becoming a person, a student of education, an education theorist, a practitioner), courses (Intro. to Ed., Psych and Social Foundations, Psych. and Social Concerns, Curriclum and Instruction), competencies (18 generic), sub-competencies (general taxonomic categories), and behavioral objectives (competency validations) (Burrett and Ribich, 1980).

Students are placed in urban teaching sites, and can cluster up to five intensive field site experiences. They can student teach in an urban classroom. They can pursue research and literature on urban teaching within elective assignments. As a result of the program, which is now in its fourth year, there is an increase in urban placement, high success rate of student teachers in urban settings, and positive feedback from urban school personnel (personal communications with K. Burrett, Director, Student Teaching and Professional Field Experience, 1981).

Georgia State University
(Atlanta, GA)

Examples of: Pre-service Education, In-service Graduate Courses

Overview

The programs within the College of Education utilize the urban community (Atlanta) for field experiences and a base or orientation for programs. However, there are a few specific courses that focus on urban education. These are offered primarily by the Department of Educational Foundations.

Curriculum

Most pre-service teacher education programs require FED 210 - Problems of Urban Education. This educational foundations course focuses on problems confronting urban schools in curriculum, methods, culture, organization, directions, and so on.

Sociology and Psychology of Inner-City Children (FED 426 and 436) are also offered at the pre-service level by the Foundations Department. They are not required courses. At the graduate level, similar courses are offered--FED 626 (Sociology) and FED 636 (Psychology).

Two other departments offer courses that are specifically urban oriented--Educational Administration (EAS 810), The Urban Environment and Educational Administration, and Health, Physical Education, Recreation and Dance (HPERD 757) Urban Planning for Recreation.

Hamline University
(St. Paul, MN)

Examples of: Pre-Service Education, In-Service Graduate Education

Overview

Project NAELP (native American Educational Leadership Preparation) is a pre- and in-service program that focuses on the preparation and improvement of skills of teacher aides, teachers, counselors, and administrators for educational personnel serving Native American children and adolescents in the Twin Cities area. Almost all the enrollees in the program have been Native Americans.

Curriculum

NAELP offers accredited classes that will give insights into issues affecting Native Americans. Such courses are offered through Hamline University (home college) and other institutions of higher education in the St. Paul area. It is an intern program, with the participants having on-the-job commitments to one of the following: Heart of the Earth Survival School; Red School House (K-12 private Indian Alternative School); the St. Paul Public Schools; Minneapolis Public Schools. All interns must have an educationally related association with Native Americans and must have a commitment to working in the field of Native American Education.

At the pre-service level, the philosophy has been to utilize existing courses, rather than build new ones. At the in-service level and based on needs assessments, appropriate course work and workshops are developed.

Harvard University
(Cambridge, MA)

Examples of: In-service Graduate Education

Overview

Harvard Graduate School focuses on developing educational leaders. This is particularly evident at the doctoral level in Administration, Planning, and Social Policy (APSP). Students may concentrate in one of three areas. One such area is Community and Urban Education.

Curriculum

Students in APSP who select Community and Urban Education must take four courses selected from three banks of courses: Discipline-

based, Professional Practice, and Research and Evaluation courses. Within the first bank are such courses as: Community Politics and Education (A - 135), Cultural Diversity and Urban Institutions (A - 230), Relationship Between Families and Schools: Theoretical and Methodological Perspectives (A - 352), Learning and Adaption in Minority and Majority Families (A - 785), and Cultural Diversity, the Community, and the School (T - 545). Under Professional Practices students could select Seminar in Teaching Urban Students (A - 160), and/or Bilingual Education and Language Planning in an International Perspective (T - 651). The above courses focus on urban schools and students, urban education, and the urban community and environment.

Jersey City State College
(Jersey City, NJ)

Examples of: Field Based Alternative Pre-Service Teacher Education Program

Overview

A 5-semester, 130 semester hours, pre-service teacher education program has been developed to specifically prepare urban teachers. Extensive on-site experience with inner-city elementary school children is required throughout the 5 semesters. Stress on the teaching of basic skills to children as well as on social, emotional, and psychological factors confronting urban children is a part of the program.

Curriculum

In addition to traditional university courses, there are unique

courses focusing on the urban child and urban schools that must be taken by students in the program. Most of these courses require on-site experiences. A partial listing of these courses follows: Children in the Urban Environment (Foun. 350); Human and Intercultural Relations (SPFD 449); Diagnostic Prescriptive Teaching of Reading I, II, III (RDNG 350, 351, 352); The Learning Process and Its Application to Instruction in Science and Math (SPFD 325); Language Communication Process for Inner-City Children (SPFD 320); Social Science in Inner City (Found. 352); Methods of Teaching English as a Second Language (EDUC 300); Conversational Spanish, I, II (CMSV 101, 102); Internship (ACI 407); Seminar in Inner City Teaching (ATTP 490); Leadership in Individualization of Basic Skills (ATTP 360); and a Seminar, Classroom Management Skills (ATTP 365).

University of Louisville
(Louisville, KY)

Example of: Pre-service Education, In-service Education

Overview

A wide variety of urban experiences is provided in the pre-service education programs. The in-service education consists of graduate programs and/or mini-courses generated by the perceived needs of the schools.

Curriculum

All pre-service programs require extensive and intensive urban experiences in a merged county/city school district under district-

wide court ordered desegregation. No student can complete a pre-service program without having the majority of his or her field experiences in urban schools. Multicultural components are found in almost all individual courses. The multicultural thrust is required by State and national accreditation standards.

At the in-service level, most formal graduate programs (M.Ed., Ed.S.) have extensive exposure to urban and multicultural topics. The Ed.D. is an urban based program that requires a minimum of two courses (six semester hours) in urban policy and twelve to eighteen semester hours in urban studies (from arts and sciences, social welfare, business, urban development, and so on). The program was designed for urban educational leaders. In addition, a professor has been released for part of his teaching load to work on-site in an inner-city high school. He works in an in-service capacity with the principal and teaching staff. A task force of university faculty and school district personnel (Jefferson County--the city/county) has been organized to plan and develop a staff development program for the school district.

Ohio State University
(Columbus, OH)

Examples of: Pre-service, Summer Institutes, Field Development Grants (In-service)

Overview

Although Ohio State University has a statewide mission, the undergraduate pre-service program introduces students to urban schools in "The Professional Introduction Program."

Curriculum

The Professional Introduction Program is a two course sequence that focuses on "self as a teacher" and the "educating process." Within the educating process, students are introduced to the environment which includes: communities in Ohio-ethnic, urban, school settings, school organization, the "hidden curriculum," values and beliefs, control and authority, socialization, and diversity--racial, ethnic. Students are also concerned with other aspects of the environment, icnluding education in suburban and rural areas. (It should be noted that of the 1978/79 graduates of teacher certification programs who responded to a follow-up study, 22.8% were teaching in urban schools, 41.7% in suburban schools, and 35.5% were in rural schools; deVoss and Hawk, 1980).

Summer Institutes. During the summer, specific topic oriented institutes are offered for teachers served by the Franklin County Teacher Center and teachers in Columbus Public Schools. These are also follow-up sessions during the school year. Generally the follow-up sessions have a dissemination and sharing function. Several topics for the institutes of 1980 were: classroom discipline, stress, positive school (building) climate, and microcomputers for middle schools.

Field Development Grants. As part of the field experience for pre-service students, the university funded (in 1981) several grants to in-service teachers who work with university students in their field placements. The basic thrust of the grants is to improve the entire field experience, and improve the skills and support of cooperating teachers.

The preparation and focus has a decidedly in-service improvement function for those urban teachers and urban schools who participate in the grants. Funds for the grants come from the State of Ohio Department of Education (Burnham, 1981).

Old Dominion University
(Norfolk, VA)

Example of: Pre-service Education, In-service Education

Overview

Pre-service teacher education students have extensive urban experiences. Aside from taking a course in "Teaching in the Multicultural Classroom" and field placement in urban schools, they participate in an Urban Services Laboratory. This laboratory is used primarily for in-service education.

Curriculum

The Urban Services Laboratory, located in an urban high school in Norfolk, is part of the Darden School of Education and is supported by its faculty. School personnel and university faculty work on specific problems. Thus the research skills of the University are brought to bear on school problems that are quite practical.

Graduate students assist in staffing the Laboratory; thus their own teaching skills are developed. They help improve the achievement of urban children through tutoring, counseling, and workshop activities. Pre-service students tutor students and observe master teachers. In-service programs are conducted for urban teachers, and the Laboratory staff and university professors work with teachers on a consulting basis

to solve specific problems. The Laboratory focuses on parental participation and support and works toward establishing a positive and productive relationship within the urban school community.

University of Pittsburgh
(Pittsburgh, PA)

Example of: Technical Assistance (as Change Agents, Linking Agents, and Problem-solvers) for In-service Improvement

Overview

The University of Pittsburgh contracted as a technical assistance agency to identify the general focus of improvements, describe concerns at the building level, define the current situation, delineate district goals, construct action plans, and synthesize school improvement projects (Gorman, 1981). The funding comes from the State of Pennsylvania (Pennsylvania School Improvement Program).

Curriculum

It is assumed that the long-range planning, the focusing on building level issues, the development of prescriptive models from conceptual-methodological research, problem formulation, material acquisitions, skills acquisition, and so on will be at the very heart of in-service education and development for teachers, administrators and the community (Fisher, Gorman, Winsand, undated).

Rhode Island College
(Providence, RI)

Examples of: Pre-service Education, In-service Graduate Education

Overview

A ten-semester-hour elective program that focuses on urban concerns is available to undergraduates. An M.Ed. in Elementary or Secondary Education with a concentration in urban education is available to teachers.

Curriculum

For pre-service teachers, a ten-hour program that is concerned with social psychology, urban sociology, minority group relations, social problems, and a seminar in urban education may be taken.

Graduate study for certified teachers concentrating on urban concerns and factors is provided. The concentration of 15 semester hours focuses on: the urban community and school; learning problems of the culturally different; methods and materials for such children; and issued in urban education. A community field experience and a teaching internship are part of the concentration. An additional 15 semester hours in either Elementary Education/Related disciplines or Secondary Education/Curriculum must be taken to complete the program.

Rockhurst College
(Kansas City, MO)

Example of: Pre-service Education

Overview

The CUTE (Cooperative Urban Teacher Education Program) of Kansas

City at Rockhurst is designed to prepare teachers and social workers to teach and work in urban communities. The interns come from 24 colleges and universities from the States of Kansas, Iowa, Missouri, Oklahoma, Nebraska, Wisconsin, Idaho, North Carolina, and Illinois. CUTE provides an inner-city experience for pre-service students who might otherwise not be able to acquire such an experience. The program was initiated in Wichita, Kansas by the Mid-Continent Regional Educational Laboratory in 1969.

Curriculum

The interns spend one semester in Kansas City--eight weeks is spent in a seminar and field experience sessions and at least eight weeks in full-time teaching assignments (student teaching) in an inner-city elementary or secondary school. Social work interns spend appropriate time in an urban social agency.

All interns live together at Rockhurst College and learn to relate to each other as well as to staff, school personnel, community, inner-city children/parents, and individuals from various culture groups. There are extensive experiences of a non-school nature in the minority community, for example, church services, comparison buying, retreats, and so on. Experiences with the Mexican, Black, Native American, and Oriental cultures are structured. Specific techniques and methodologies to enable interns to succeed in the urban school or social agency are explored and developed.

Roosevelt University
(Chicago, IL)

Example of: Pre-service Education, In-service Graduate Education

Overview

Roosevelt University is a unique institution of higher education located in downtown Chicago. The major thrusts of its undergraduate and graduate teacher programs are intended to meet the needs of the Chicago Public Schools. This is reflected in the fact that the University has produced more teachers for the Chicago Public Schools than any institution of higher education. In addition to its location and urban teacher production, the University reported to the Department of H.E.W. in 1978 that 48.8% of its undergraduate and 37.0% of its graduate student population were members of various racial minorities (Roosevelt University, 1979). Thus its programs by design, location, and students served are urban.

Curriculum

Through its programs, there are major experiences and courses related to the urban environment. (It should be noted that there are additional experiences and courses of a non-urban and/or of a general focus in all programs as well.) Early Childhood, Elementary Education, Secondary Education, Special Education, Guidance, and Educational Administration are programs offered by Roosevelt University at the undergraduate and/or graduate levels.

Southern Illinois University
(Carbondale, IL)

Example of: In-service Graduate Education

Overview

A broad-based course that focuses on the disadvantaged student--both urban and rural. The course is not required.

Curriculum

Curriculum administration, research in the social sciences, and subject matter related to the disadvantaged student and his/her school and community are emphasized. The topic of ideology of education for the disadvantaged is covered. Values, concepts, research, and strategy development are important parts of the course.

Teachers College, Columbia University
(New York. New York)

Examples of: Pre-school, Elementary, and Middle School/Junior High School in a variety of settings--including urban schools (Pre-service); Bilingual Education; In-service Education

Overview

Since Teachers College, Columbia University is a graduate school, the Master of Arts (MAT) program is a pre-service program designed for liberal arts graduates.

Curriculum

The program has three componentes, the Preservice Block (12-18 points), outside courses (12-18 points), and Electives (4-16 points), for a total of 40 points.

The Preservice Block is composed of a Preservice Seminar (child development, curriculum development, alternative models of teaching, classroom management), Field Placements (student teaching--usually in two placements, a public school in Manhattan and an independent school), and a Supervisory Conference.

Outside Course requirements are: two courses in Philosophical, Historical, or Psychological Foundations; two courses in the Methods

of Reading; one course in Methods of Teaching Mathematics; one course in Methods of Teaching Science.

Electives are open to students who may wish to concentrate in a "minor" such as: subject matter specialization, early childhood, special education, bilingual education, urban education, child development, or curriculum development. Electives can be used to earn a secondary certificate.

Bilingual Education. A special concentration of studies in bilingual education is offered as a sub-specialization or elective in M.A., Ed.M., and ED.D. programs. Students must be language proficient not only in English but in one of the following: Spanish, Greek, Chinese, Russian, Haitian Creole/French. Courses are basically in areas of methodology, linguistic foundations, curriculum, and assessment and evaluation rather than in the specific language.

Urban Education. Although students can arrange their programs to have an urban thrust, there are specific Ed.M. and Ed.D. programs in curriculum and teaching in Urban Education. The Institute for Urban and Minority Education is housed in Teachers College and focuses on research development, training, and service programs for urban schools and minority groups. Selected students may study and work jointly with the Institute and their academic departments.

In-Service. Although Teachers College offers various M.Ed. and Ed.D. degrees that can be considered in-service in nature and thrust, there is a unique collaborative (teachers, college, and school district),

research and development project that can provide valuable in-service education for urban teachers. This project is called IR&DS (Interactive Research and Development on Schooling). A team of teachers and a professor from Teachers College study a particular school-based problem (e.g. children's writing) that is viewed as important by the teachers. Since the approach is a modification of action research, the teachers directly benefit through interaction in the study. There are several IR&DS teams now in operation.

Temple University
(Philadelphia, PA)

Examples of: Urban Education, Teacher Corps, Bilingual Education, Elementary/Early Childhood Pre-service Education

Overview

The University's commitment to educating those living in urban environments is demonstrated in several ways in the College of Education: the establishment of a specific department that focuses on urban education and urban policy analysis (The Department of Urban Education); urban oriented teacher pre- and in-service education; urban family education; and preparing teachers to work with non-English speaking children or children from homes where English is not the dominant language.

Curriculum

Although there are specific degree programs in Urban Education (M.Ed., C.A.G.S., and Ed.D) the department provides training for pre-service teachers in areas of community problems and work expe-

riences. The Department's offerings are integrated into programs offered by Elementary/Early Childhood, Secondary Education, Bilingual Education, and other departments.

The Teacher Corps program is governed by the University, the School District of Philadelphia, and a specific section (community) of Philadelphia. The project integrates pre-and in-service education. Four interns work with forty teachers involved in an in-service education program. These interns receive their teacher training through the University and through the public schools.

The interns have to attend the in-service programs of their teacher mentors. The in-service programs were designed by the teachers in response to teacher needs in a specific inner-city high school, an inner-city junior high, and two inner-city elementary schools. The overall goals of the Teacher Corps project are: the improvement of basic skills competency in the classroom; increased career awareness in the classroom; and the development of a cooperative and collaborative education model that combines the community, the University, and the schools.

Bilingual programs assume a demonstrated proficiency in two languages: English and another modern language Courses focus on topics and issues concerned with bilingual/bicultural studies, methodology, teaching reading and language arts to limited English speakers, and cross-cultural communication. The programs work closely with other programs offered by the college.

The Elementary/Early Childhood pre-service program interacts with

the Department of Urban Education and the Teacher Corps, as well as requiring field placement directly in urban settings. Most students in the program take Urban Education 163 and 180. Urban Education 163--Community Problems: Students develop an awareness and understanding of the societal forces that affect, and are reflected in, public schools as institutions; the community's efforts to cope with and change the conditions harmful to schools are studied. Local and national problems are studied in the academic setting of the classroom, and direct experiences--via visits to appropriate organizations, agencies, and/or community groups--are coordinated with individual study and class sessions. Specifically, the student will: identify and define those problem areas in society which affect the education of the urban child; demonstrate an understanding of the inter-relationships of these areas to each other and to the public school as an institution; attempt to deal with the many special problems that arise when members of different social, ethnic, and racial groups come together as parts of a school unit; and examine his or her own role and resposibilities as a member of the larger community. Urban Education 180 - Community Work Experience (For students in student teaching): The students engage in a series of prescribed experiences that take place outside the traditional university classroom. The experiences are focused at the student-teaching site and in the community of the school. Opportunities are provided for: increasing knowledge of the environmental factors of the community surrounding the specific school; observing the formal and informal organizational structures of the school and of the com-

munity; applying knowledge of the community's different racial/ethnic cultural groups to the classroom setting; designing and implementing programs and practices that will increase parental involvement in the school; and for alerting students to the variety of possibilities that exists for including real-life experiences of the school's community in the day-to-day teaching-learning environment of the classroom.

The University of Tennessee
(Knoxville, TN)

Example of: Pre-service Education

Overview

Although the College of Education does not have an overall urban education thrust, there is an option available for students: The Inner-City Teacher Preparatory Program. This program is under the direction and supervision of one professor.

Curriculum

The Inner-City Teacher Preparatory Program is composed of: an Observational Field Experience (C&I 3511 or 3521), a Tutoring Field Experience (C&I 3512 or 3522), Teacher Aide (C&I 3513 or 3523), Teacher Aide for Methods Course, Pre-Student Teaching Seminar, and Student Teaching. Students in the Inner-City Teacher Preparatory Program are required to have inner-city school experiences in the latter two courses; the other experiences in the inner-city are optional. Students are encouraged (recommended) to take courses on ur-

ban society from Curriculum and Instruction, Educational Psychology, Sociology, Psychology, Anthropology, Religious Studies, Urban Studies, Black Studies, and History.

Special placement assistance is given graduates of the Urban education program. For example, Knoxville City Schools guarantees first consideration. Graduates are given special consideration by the UT Placement Office, and the College sends an announcement about such a graduate to any city the graduate wishes.

The University of Toledo
(Toledo, OH)

Example of: Pre-service Education

Overview

The programs at the University of Toledo to prepare students for teaching grew out of a 1967 U.S. Office of Education project to develop model teacher education programs. There were nine such models. The general thrust at Toledo is Competency Based Teacher Education (CBTE).

Curriculum

The preparation of elementary education majors is through either CBTE or Individually Guided Education (IGE)/Multiunit Schools. The secondary-level program is basically CBTE in structure. All programs require extensive field experiences. There has been carryover of the programs at the in-service level, with team planning and teaching, similar to that found in multiunit schools, at the high school level in Toledo. The teacher preparation programs meet the standards adopted

by the State of Ohio in 1975. These standards require extensive field placement and include work in the area of human relations (focusing on cultural pluralism) related to teacher preparation (Standards for Colleges or Universities Preparing Teachers, 1975).

Changes in graduate experiences to Competency-Based Education (CBE) and in-service efforts (workshops, short courses, and so on) in the areas of CBE and multiunit schools are modeled after the pre-service programs.

Trenton State College
(Trenton, N.J.)

Example of: In-service Graduate education in Urban Education

Overview

The Department of Educational Foundations, Research, and Public Educational Policy offers courses at the undergraduate level in urban related courses and at the graduate levels offers a degree program (Masters of Education in the field or urban education).

Curriculum

At the undergraduate level, courses such as Modern Black Life and Educational Implications (EDF 200), Revolution in Education (EDF 205), Educational Sociology of Puerto Ricans (EDF 269). Education in Ethnic Awareness (EDF 305), and Human and Intercultural Relations (EDF 401) are offered.

Certified teachers may enroll in the 30-36-semester-hours Urban Education Masters Degree Program offered by Trenton State College. The program is made up of 18 semester hours in courses related to edu-

cation in the urban community: Foundations of Bilingual/Multicultural Education (EDF 577): Social Foundations of Urban Education (EDF 580); Puerto Rican Students in Urban Mainland Schools (EDF 581): Black Students in Urban Schools (EDF 582); Practicum in Urban School and Community (EFT 583); Curriculum Development in the Urban School (EDF 516). The Internship in the Urban School (EDF 696) for 3 semester hours may be waived by those teachers who have had teaching experiences in urban settings.

Wayne State University
(Detroit, MI)

Examples of: Bilingual/Bicultural In-service graduate programs

Overview

Although the Wayne State University education program has an emphasis on urban education, the bilingual/bicultural programs and selected graduate programs focus on urban education per se.

Curriculum

Students may earn a bilingual/bicultural endorsement in any modern language by completing 18 semester hours of coursework and 6 semester hours of field placement at the undergraduate level. For graduate students, 18 semester hours of the planned program, which may be part of an M.Ed., must be completed. More specifically, speaking of Spanish and Arabic may earn such an endorsement (any language found in the Detroit area schools may be certifiable). This endorsement is not to be confused with the traditional foreign language education certification of French, German, Italian, Latin, Russian, or Spanish. The

bilingual/bicultural endorsement is for teachers of classes of bilingual children.

It is assumed that the students in the sundry bilingual/bicultural programs are themselves bilingual. Thus, the four courses offered are methodological, cultural or foundational in thrust; a fifth course is an internship in bilingual, multicultural teaching (2-12 semester hours).

M.A.T., M.Ed., Ph.D., and Ed.D. programs have bilingual/bicultural education areas of concentration. In addition, the Ed.D. program is designed for students who are committed to education in the urban community, which covers all areas of concentration.

The following are institutions that responded to our survey but were not included in the previous descriptions. (The reader should not infer from their exclusion that they have any less unique programs or that they make any less contributions to urban education that those included in the preceding pages. Rather, many have programs similar to those described earlier. Ten indicated that they did not have specific urban oriented programs.

University of Akron
American University
University of Arkansas at Little Rock
Boise State University (Idaho)
Boston College*
George Peabody College of Vanderbilt University
Guilford College
Louisiana State College
Loyola University of Chicago
Memphis State University (Tennessee)
University of Mississippi*
University of Missouri-Kansas City
University of Montana*
University of Nebraska at Omaha
North Carolina State University at Raleigh*
North Dakota State University*
North Michigan University*
Pennsylvania State University*
University of San Francisco
South Dakota State University*
University of Southern Mississippi
Texas Christian University*
Union College (Nevada)
College of William and Mary*

Indicated no specific urban oriented program *

SELECTED EXAMPLES OF IN-SERVICE PROGRAMS

OFFERED BY URBAN SCHOOL DISTRICTS

FOREWORD

This section contains descriptions of selected examples of in-service structures and programs found in urban school districts; they do not necessarily represent all the in-service programs offered by each district listed in this section. The programs described are either typical or atypical of urban in-service offerings, hence their inclusion. As in the section on pre- and in-service urban teacher training programs offered by institutions of higher education, these examples were culled and/or abstracted from the materials sent by those urban school districts that responded to the authors' October, 1981 inquiry concerning current in-service programs.[1]

No attempt has been made to evaluate the in-service structures and programs described here. We did not attempt to determine whether such programs had any or all of the five components of training described by Joyce and Showers (1980, p.380): "(1) presentation of theory or description of skill or strategy; (2) modeling or demonstration of skills or models of teaching; (3) practice in simulated and classroom settings; (4) structured and open-ended feedback (provision of information about performance); (5) coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom)."

[1]In early October, the authors sent letters to the 120 largest urban school districts requesting information from them on in-service staff development programs responsive to the current and changing conditions of the urban schools. In addition, we asked for information on the "graying" of their staff, reasonable measures on urban teacher effectiveness, and ways to prevent teacher burnout. Thirty-seven districts responded to our request; 35 supplied information concerning their in-service staff development (several responded briefly to our other requests). Two responded only to our request for information on teacher burnout: Saint Paul, MN sent us an extensive list of courses offered in their area to combat burnout; Worcester, MA sent a report on a burnout study they conducted.

We do not know whether particular school districts utilize specific approaches to school improvement, such as Havelock's Linkage Model, Schmuck's Organization Development in Schools, Goodlad's Responsive Model of Educational Improvement, the Rand Change Agent Study Model (described in Neale, Bailey, and Ross, 1981) Brookover's "School Learning Climate Improvement" (Brookover et al., 1982), or whether they follow a particular approach as described by House (1980, Chapter 2, pp. 21-41), Lieberman and Miller (1981), the ERIC Clearinghouse on Educational Management (1980), Orlich (1979), or Sirotnik and Oakes (1981). (The authors hope that urban schools have heeded the Rand Studies concerning federal programs and educational change--Berman and Mclaughlin, 1975, 1978. What worked for successful federal programs, such as teacher specific training, concrete approaches, classroom assitance, teacher participation in decisions, and principal participation in training, is in many ways applicable to in-service education sponsored by school districts.) Dale Mann's observation of 1975 is appropriate today, "In addition, virtually every teacher and every educational administrator believe their situation is literally unique and thus feel themselves justified in ignoring any advice or any reform not consciously tailored to their particular situation. Staff development efforts, being pointed at individuals, help to break through that resistance," (Mann, 1975, p.22).

The effectiveness of the in-service structures and programs (found in this appendix) on teachers, and most importantly on student learning and achievement in the classroom, is not evaluated. The authors are aware that most urban school districts do evaluate individual in-service programs (and individual classes). We hope that the evaluations of the programs by the districts went beyond teachers' perceptions of

what they learned and/or whether the teachers felt the in-service programs were worthwhile. The authors are not suggesting evaluations be as complete, or as involved, as dictated by the full evaluation models of Provus (1969), Scriven (1977), Stake (1977), or Stufflebeam (1974). However, the application of Stufflebean's CIPP Model by White (1981) to an in-service multicultural education program shows promise and could be considered, along with others, by the districts. The "botton line" should be the transfer of what is learned in the in-service program to direct application in the classroom, and only that which facilitates and improves learning and achivement (cognitive, affective, psychomotor) of children and students should be retained and expanded. The product of the in-service program should be increased student learning and achievement.

Participation in in-service programs is often voluntary, although some districts and states require attendance at a number of programs or they require a certain number of credits to be earned within a certain time span through in-service related activities. Many districts attach credit to teacher participation through the granting of Staff Development Points, Professional Staff Development Units, Continuing Education Units, or the like. They also recognize college/university coursework, within prescribed areas, as meeting in-service credit requirements. The authors did not deal with credits or units related to specific in-service workshops, courses, or activities, or to the requirements needed for certification purposes, salary increases, or advancement to higher levels of employment.

Finally, no attempt was made to identify specific in-service programs that utilize university and college professors in a formal

collegial model, although an interesting collegial model has been developed at Michigan State University (Barnes and Putnam, 1981). Professors as paid in-service instructors, presentors, or consultants were not identified either. The authors constructed this section to be informative and to provide the reader with a broad view of what urban school districts are doing in the area of in-service education.

Akron Public Schools (OH)

The Akron Public Schools piloted a new approach to in-service education. Called the "Fifth Day Concept," it is designed to allow teachers to personalize their in-service programs. They are permitted two days, within the school year, to pursue their individualized plans.

Teachers from a cluster--one high, one junior high, and six elementary schools--were permitted to volunteer for participation in the program. Selected teachers were released from teaching. While they were pursuing their plans, the classes they left behind were taught by an instructional team that presented special enrichment lessons and activities. These teams were assembled by supervisory personnel (in some cases the supervisors did the teaching).

Fifty-five teachers were selected on the basis of system-wide seniority and represented each of the eight schools. Their goals covered several categories: curriculum development, teaching strategies, discipline, coping with stress, materials preparation, techno-

logy updating, and information gathering. The activities used to meet the goals were individualized to a teacher's grade level and subject area. Some participants visited master teachers, others attended workshops or conferences, some conferred with experts or community resource personnel, others used the Staff Development Center, and still others used activities designed expressly for them by the Staff Development Center (for example a Creative Writing for Primary Students Workshop).

The program was evaluated, and all involved project teachers, instructional teams, students, building principals, and advisory committee (for the project) were asked to evaluate the "Fifth Day Concept." All groups rated the project highly and recommended continuation and expansion.

The most important elements appear to be: (1) the design of the program by teachers to meet needs identified by them; (2) the improvement of teacher skills in the classroom; (3) the improvement of staff morale; (4) the benefits gained by instructional teams from being in the classroom; and (5) the growth of the children through enrichment by the instructional team.

Ann Arbor Public Schools (MI)

The Professional Staff Development project in the Ann Arbor public schools is composed of a Policy Board (15 members from various schools), Contact People (42 professionals), and a small office staff. As would be expected, the Policy Board sets policy for the operation

of staff development programs and other related activities. The Contact People facilitate proposal writing, distribute staff development information throughout the system, communicate needs, act as a positive influence for staff development, and so on.

The goals for 1981-82 are to develop building-based approaches (Building teams, interest clusters), provide system-wide opportunities, coordinate district staff development activities, and create a staff development center (director, professional library, teacher idea center resource bank, provide training, newsletter). Basically, teachers and other school personnel write proposals for staff development funds to provide workshops and conferences to meet in-service needs. (Funds can be used for in-state and out-of-state conferences; there is a limit to the funding.) The State Department of Education in Michigan, which funds the PSD, requires that all staff development programs meet the needs of the school district. There is a thrust toward more building-focused proposals (PSD, 1981).

Many topics have been covered in the PSD funded workshops. They range from Men and Women working Together to Rorschach Workshop to Helping Children Write to Divorce-Effects on Children. From February 1981 to June 1981 there were approximately 56 presentations made in the district.

Boston Public Schools (MA)

In 1981 the Boston Public Schools redesigned their in-service structure. The Boston Institute for Professional Development was established.

The purpose of the Boston Institute for Professional Development is to provide the direction and coordination necessary to insure a comprehensive, updated, quality approach to the development of all professional staff. With proper organization, design, and planning it will provide the impetus for instructional improvement and professional regeneration through more effective in-service education and leadership training activities and through increased collegial interaction and skill sharing projects.

The Institute will provide for more effective collaboration with the colleges and universities, for greater utilization of current research findings and technological advances related to instructional strategies, and for greater access to quality institutes, conferences, workshops, courses, and programs. It will provide support mechanisms for those teachers and administrators in need of psychological support, and retraining programs for those teachers and administrators who will be faced with the need for professional adjustments. If properly implemented, it will help clarify and illuminate educational goals and objectives, and help improve the attitudes, relationships and morale throughout the system (Boston Institute for Professional Development, February 5, 1981, p. 1).

The Institute has a 15 member Board of Governors that functions as an advisory board for the Superintendent, Deputy Superintendent/ Academic Operations, and Management and staff of the Institute. The staff is made up of a manager and four coordinators.

A major function of the Institute will be cooperation and inter-

action with the various academic departments (English, Mathematics, and so on), with the programs (bilingual, Title I, Title VII, in-service and so on), of the District and the Community Districts with the Teacher Center, with the ESAA Instructional Support Teams (providing teacher to teacher assistance), and with the College/University Task Force (used to develop plans to increase the effectiveness and efficiency of pairing relationship, as part of school desegregation). An administrator's support team will be developed; the new team will be similar to the ESAA Instructional Support Team.

There will be an extensive evaluation component. All parties served, directly and indirectly, will evaluate the functions and quality of services provided by the Institute. Both formative and summative evaluations will be made. The impact the services have on the quality of education provided students will be evaluated as well.

Buffalo Public Schools (NY)

A three week summer training program is provided for staff of Buffalo's Early Childhood Centers. This training includes: core curriculum components, classroom management, human relations, parental involvement, developmental needs of the young child, woodworking, outdoor plan, special education, art, teacher/teacher aide rapport, and use of special audio-visual materials. In addition, there is ongoing staff service training provided during the school day throughout the course of the year.

Three of the early childhood core components are: Talents Un-

limited, Early Prevention of School Failures, and Project STAMM. These are Title IV C, Nationally Validated Programs. Buffalo training staffs were sent to each project site to be trained and certified, so that they could provide the in-service locally.

The three week summer training program is evaluated. From the evaluation come suggestions for the on-going staff development as well as changes for the next three week summer program. The effectiveness of the Early Childhood Center teaching staff is measured by: teacher surveys, parent surveys, administrator surveys, and the success of the students (based on what is expected, stanines, scores before the Centers were opened from Feeder schools) in reading and mathematics.

Also in Buffalo, in-service workshops were given in teacher burnout and morale and ESAA (Emergency School Aid Act) related programs, such as: orientations for newly desegregated sites; counselor, parent, paraprofessional workshops; multicultural and affective teaching; utilization of plays and theatrical techniques; and classroom management.

Chicago Public Schools (IL)

The Chicago School District offers a variety of in-service programs. They include two citywide half-day in-service programs held during the school year, a two day Academy for Effective Schools held in the summer, promotional credit courses, nonincrement minicourses, seminars, self-directed activities for elementary teachers, and programs for new teachers and selected teacher substitutes.

The citywide half-day in-service staff development includes all teachers and focuses on citywide instructional goals. For 1981-82,

the elementary staff was provided with an overview of the Chicago Mastery Learning Reading Program and strategies for the implementation of the program and techniques to determine student placement.

The Academy for Effective Schools is attended by all principals and selected classroom teachers. The Academy provides participants with information, resources, and skills necessary to design local school improvement planning models. Each team (principal, classroom teacher) has planning time to develop a process for involving school staff in identifying school improvement objectives and an action plan.

Promotional credit courses (for salary increments) are offered teachers for professional growth. These tend to be workshops in the content area: special education, bilingual education, vocational education, career education, music education, audio-visual techniques, using the museum, student learning styles, and so on. Courses are also offered in collaboration with outside organizations, institutions, and projects.

Nonincrement minicourses (noncredit) are either workshops or minicourses designed to meet very specific objectives. They meet one or two sessions, after the school day or Saturdays. They are taught by teacher volunteers. Examples of such offerings are: teaching math via the newspaper, classroom management, needlepoint projects, making books and writing ideas, art projects for each month and for holidays, creative dramatics, and others.

Seminars are combined features of the minicourses and the increment credit courses. These seminars address specific topics.

Self-directed activities are provided elementary teachers in the regular, special education, and bilingual programs. The teachers are provided activity packets in the subject areas for use in developing instructional materials. These are nonscheduled and individualized noncredit activities.

New teachers are required to participate in 30 hours of in-service training. Selected substitutes participate in 6 hours of in-service training (CADRE In-service). These substitutes are guaranteed daily employment. Classroom management and the Chicago Mastery Learning Reading Program are the main topics.

Chicago also has a Professional Development Resource Center. Minicourses are offered in the Center. In addition to the district-wide in-services, there are three subdistrict and local in-service sessions. The Bureau of Staff Development, Program Planning and Monitoring Services administers the in-service programs in the school district.

Cincinnati Public Schools (OH)

The Professional Growth Institute, a "night school" type approach, offers a variety of district-wide in-service courses. Professional courses to personal fitness and recreation type classes are offered by the Institute. Examples of such courses are: Research and Evaluation Methods for Administrators, Reading in the Elementary School, Content Reading, Minimum Competencies in Writing, Classroom Management, Sharpening Secretarial Skills, Effective Leadership, Aerobic Exercise Program, Co-Ed Recreational Volleyball, and Recreational Family

Swim Program. All expenses are being covered by state categorical funds for in-service education.

Columbus Public Schools (OH)

Under the leadership of the office of Staff Development/Human Relations a variety of programs is offered focusing on building level (school-based) needs, district-wide needs, and special emphases. Funding came from various sources. These include ESAA, Title IV of the Civil Rights Acts of 1964, and state monies.

Building level workshops are in the areas of discipline (Glasser's Ten Steps and other programs), assertive discipline, multicultural education, student self-concepts, communicating with students, teacher stress, team building, child development, mainstreaming, language arts, Institute for Effective Integrated Education (a year long program), how to conduct a parent/teacher conference, parent involvement, drug abuse, adolescent problems, and school climate.

There wer 32 district-wide workshops offered during the 1980-81 school year. These included: discipline training for bus drivers; student leadership (for student leaders); teacher-aide team building; instructional aide team building; assertive discipline for Middle School principals and Senior High principals; effective schools for principals and central office administrators; and discipline and multicultural education for first year teachers.

Special Emphasis programs include two major thrusts: Teacher Expectations and Student Achievement (TESA) training program; and the Assertive Discipline. TESA is an in-service training program for teachers of all subjects (K-12). Teachers are trained to use

15 specific supportive and motivating techniques in an interaction model with students to improve academic growth. The Assertive Discipline workshops were developed to improve student behavior with emphasis on reinforcing positive student behavior, rather than spending more time on punishing negative behaviors. Workshops in both of these special emphasis programs are given at the building level as well as on the district-wide level.

The District is also heavily involved with five colleges and universities in pre-service teacher education. As a result teachers involved receive collegiate work without paying instructional fees. University and college professors provide extensive in-service education while working in the pre-service education program in the schools. The Ohio State University Field Development Grant provides for the development and refinement of activities and experiences for classroom teachers who work with teacher education students in pre-student teaching activities.

The Individualized Personal/Professional Growth (IPPG) Plan is a career planning and professional development approach that requires educators to take charge of their own lives. University professors assist educators in their planning of IPPG programs as well as counseling them. Two courses, Career Development and School Law for Adminstrators, are offered by Ohio State University as a result of IPPG planning.

Detroit Public Schools (MI)

Teacher Expectations and Student Achievement (TESA) is an in-service training program for teachers of all subjects, grades K through

12. The program is based on research showing that teacher interactions with students they perceive as "low achievers" are less supportive and less motivating than interactions normally practiced with students they perceive as "high achievers." Teachers are trained to use an interaction model involving specific supportive and motivating techniques with all students in a non-discriminatory manner. The intended result is the accelerated academic growth of those students who are perceived to be low achievers. The interaction model (includes fifteen techniques) is presented in segments during a series of five workshops held approximately one month apart. The workshops cover: review of literature and research; demonstration of techniques; group interaction; and role playing. The program staff is made up of a director, two central training coordinators, and eight region training coordinators.

A pilot project, begun in 1979, was initiated in Detroit by the District's Department of Staff Development and Teacher Training on a district-wide basis. During the 1980-81 school year, each Region coordinated its own in-service sessions, conducted by Region Training Coordinators who received the training in late summer, 1980 from TESA Staff Trainers of the Los Angeles County Schools Office. The project is currently becoming institutionalized through all levels of the school district (abstracted from Teacher Expectations and Student Achievement, Detroit, undated).

District of Columbia Public Schools (Washington, D.C.)

Under a new superintendent, the Office of Staff Development has been re-established (1981). In addition, District of Columbia Public

School Administrators' Leadership Training Academy has been established.

The Staff Development Office offers a variety of staff development courses of varying lengths. Examples are: Establishing Critical Skills for the Pre-Elementary Levels, Interrelating Music to Reading and Math, The Arts and Aesthetic Education, A Survey of Contemporary Culture, Teaching Composition through Sentence Combining, Strategies for Teaching Reading at the Secondary Level, Introduction to Education of the Hearing-Impaired, and others. A total of 15 such courses are offered in various schools throughout the system. In addition, 12 other courses are offered at the D.C. Teacher Center.

El Paso Public Schools (TX)

The El Paso Public Schools have for the past two years focused their in-service on the school principal as the instructional leader. In addition, there are in-service meetings with administrators, consultants and teachers. These meetings have covered such areas and topics as: transactional analysis, stress management, student violence and aggression, survival skills for new teachers, meeting student needs in the affective domain, behavioral management, assertive discipline, self-defense, and specific area concerns--such as topics for special education teachers, speech therapists, and principals, and other areas of concern for teachers in the school district.

Fresno Unified School District (CA)

The Secondary Teacher In-service Program serves 1,000 teachers

in 26 secondary schools (7-12). Twelve of the schools receive Title I funds. There are 13 curriculum coordinators (from the traditional secondary areas to vocational education), 6 staff development trainers, 1 teacher on a writing assignment, and 12 on-site resource teachers. The in-service is provided in a centralized site for 2 or more teachers, at a specific site for 2 or more from 1 school, and for individual teachers.

Curriculum committees meet by subject area with representatives from each secondary school. They take information back to their schools. In addition, there are one to three day programs for Title I schools--teachers are released for the programs. Special projects or courses are scheduled as needed. On-site staff and individual in-service is provided by subject area coordinators.

A similar program is offered to 1200 elementary teachers from 54 K-6 schools.

The Professional Development Center offers in-service courses in: Teaching Good Study Skills/Habits, Teaching and Learning Based on Understanding of Brain Functions, Stress Management, New Teacher In-Service Classes, Teacher Sensitivity to Students, Discipline I, II, Assertive Training, Classroom Management, Acculturation, and others.

Houston Independent School District (TX)

Houston's Title I Professional Growth/Collaborative Planning Staff Development Facilitator Program is designed to provide professional support for new teachers through services proviced by a Teach-

er Facilitator. Each facilitator is trained to assist at least 15 teachers to gain skills in communication, instructional strategies, record-keeping, goal setting, and problem solving through professional growth activities such as the Selection Research Inc. (SRI) Listening and Motivating Interviews and individualized Action Plans designed to address teachers' needs. The teachers' skills enhance their participation in collaborative planning activities which focus on increasing instructional effectiveness.

The program is perceived by a large majority of the probationary teachers as effectively meeting their needs. In addition to the teachers' development of instructional and management skills, there is some evidence indicating that the new teachers served by the program may perceive the program as reducing their chances of resigning from the district.

Staff Development Teacher Consultant Facilitators must attend the facilitator training provided by S.R.I. during the school year. The Staff Development facilitators received three sessions of S.R.I. training during the 1980-81 school year. The three (two days each) sessions provided training for the facilitators in the Student Perceiver Interview. This interview is designed to provide an opportunity for teachers to become more perceptive of students' skills and need areas so that plans for students' growth can be developed to maximize their potential. According to feedback from the facilitators, the results of the Student Perceiver Interview are provided to the students' teacher after the interview between the facilitator and student. The feedback consists of student's strengths, student modes of motivation and achieve-

ment performance and ideas teachers might use to plan for the student's growth. When asked how the Student-Perceived training benefits the teachers in the Facilitator Program, the facilitators indicated that teachers obtained greater insight into the needs, interests, and learning modalities of students. Teachers were better able to plan for the special needs of students, and they received suggestions from the facilitators on how to utilize student's strengths in the classroom.

The Teacher Facilitator Perceiver Interview developed by S.R.I. is used to assist the District's Personnel Department in the selection of qualified teacher facilitators. The information provided by S.R.I. shows that the Teacher Facilitator Perceiver Interview can be a useful tool in selecting qualified applicatns for teacher facilitators, when used in conjunction with other criteria.

The S.R.I, Listening and Motivating Interviews provide structured ways for facilitators and teachers to build effective work relationships, to develop teachers' talents, and to identify how to increase teachers' satisfaction with teaching as a career. The themes of the interviews, such as teachers' preferred working style, interpersonal relating style, supervising style, performance orientation, learning style, and motivators of behaviors, are a combination of the themes present in the Teacher Perceiver Interview and additional themes suggested by the District's Staff Development Department. The effectiveness of the Listening and Motivating Interviews as teacher training tools has not been documented; however, the individualized Action Plans which result from the interviews are being used to improve teacher skills in discipline, instructional techniques, recordkeeping and other duties.

The number of teachers served by the project is 175 in 18 schools in the district. The funding source is Title I (abstracted from Final Evaluation Report - Title I Professional Growth/Collaborative Planning Facilitator Staff Development, 1980-81.

Jackson Municipal Separate School District (includes Jackson, MS)

An example of a jointly sponsored in-service program was held in the Jackson School District, when the District and the Southeast Sex Desegregation Assistance Center (Miami, FL) set up an in-service activity entitled Evaluation of Instructional Materials Bias. The two day activity was conducted by a specialist from the Human Relations Department of the Madison Wisconsin Public Schools assisted by an individual from the Assistance Center. Approximately 75 teachers plus administrators were involved.

Jefferson County Public Schools

(includes Louisville, KY)

The Employee Evaluation Unit has the responsibility for implementing the District Annual Plan for Staff Development. The unit provides leadership, plans and initiates needs assessments, coordinates all staff development, develops implementation procedures, maintains a resource file of proven consultants, publishes schedules, provides registration and evaluations of training sessions, and carries out other functions related to the in-service program.

The in-service program is made up of four components: teacher component, administrator component, classified personnel component, and special programs component (abstracted from The District Annual Master Plan for Staff Development, 1981-82).

The teacher component provides professional development opportunities for the certified teaching staff to fulfill the district and state staff development requirements of 4 days totaling 24 hours of training. Teachers have an option of participating in 18 of these hours on non-duty time. Those teachers who do not participate in staff development training prior to the calendar days which have been designated as in-service days will attend scheduled in-service training provided on those days. Eighteen of the 24 must be school-based hours. These school-based hours are programmed by the local school staff development committee to meet individual school needs.

An example from the teacher component is the Teacher Expectations Student Achievement (TESA) staff development model; this is an ESAA Basic Project. The following comes from material supplied by the school district.

The TESA program is a staff development model in which teachers are trained to use an interactio model involving specific supportive and motivating techniques with all students in a non-discriminatory manner. The program identifies extensive research showing that teacher interactions with students whom they perceive as "low achievers" are less supportive and less motivating than interactions normally practiced with students perceived as "high achievers."

The TESA model includes 15 techniques, and is presented in seg-

ments during a series of 5 3-hour workshops held monthly. Each workshop includes: review of literature and research, demonstration techniques, group interaction, and role playing.

The Staff Development Unit of the ESAA Project provides training for teachers in Student Team Learning. Being on a team working for a cooperative goal has been found to be one of the most exciting experiences in life. Peer support for achievement, the easy acceptance of teammates, and the excitement of teamwork can be transferred to the classroom.

Three Student Team Learning techniques have been extensively researched by the John Hopkins University Center for Social Organizations of Schools and found to significantly increase student learning. These are Student Teams-Achievement Divisions, Teams-Games-Tournaments, and Jigsaw. It has been found that there are positive effects on students' achievement, positive intergroup relations, acceptance of mainstreamed classmates, liking of others, and self-esteem related to Student Team Learning.

The training in Student Team Learning is done for groups of teachers who wish to acquire professional development credit, or for other groups who simply want to learn more about student team learning.

There were 203 in-service courses and 14 conferences offered during the Fall of 1981 for teachers. These covered all areas and all grade levels K-12, including special and unique programs.

The administrator component provides professional development experiences for all administrators (both certified and classified) in

areas related to organizational development and professional development to fulfill the district and state annual staff development requirement of 30 hours. These hours may be earned both during and after normal working hours.

The administrator component in-service courses are broken down into: more than one role group, Assistant Principals, Specialists/Coordinators, counselors, across role groups, Psychologists/Psychometrists, Principals (elementary), Principals (Middle School, High School), and so on. Like the teacher counterparts, the courses are wide ranging and cover many areas concerning administration in urban schools.

The classified personnel component provides professional development experiences for all non-managerial classified staff to support district and job-site objectives and to improve the quality of work performed. Classified personnel may fulfill the district's annual staff development requirements by earning from 12 to 24 hours depending upon the major group category of the individual.

The special programs component provides specialized training opportunities for selected role groups. Elements of this component are: pre-service training, career development, substitute teacher training, and instructional program implementation.

The ESAA Basic project offers the services of an assigned Staff Development Specialist in implementing the goals of assessing school climate and maintaining a positive climate in the school. A prescribed ASCD staff development program is recommended. It may be modified to meet individual school needs.

Los Angeles Unified School District (CA)

The Los Angeles Unified School District has a variety of in-service programs. The Academy was created in 1978 to respond to the training and development needs of management personnel. The Academy falls under the Staff Development Branch of the school district. It has an external advising committee from business and industry, training organizations, higher education, the community, and three members of the Steering Committee. The Steering Committee is made up of management groups, teacher bargaining units, classified bargaining units, and the community. Ad Hoc advisory groups assist in the development and design of training programs. There are four Ad Hoc groups: New Administrators Training, Renewal Training, Entry-level Training, and Career Development. The Academy has sponsored workshops and training programs in the supervision of instruction, in leadership training for teachers in predominantly Black or Hispanic schools (these teachers will conduct workshops and provide leadership in the schools), for elementary assistant principals, and in management team development. In addition, the Academy cooperates with Cal. State Los Angeles and Pepperdine University in an intern program, as well as with University of Southern California in a doctoral program.

The Staff Development Branch offers in-service programs for the teaching and nonprofessional staff in a variety of areas. During 1981 the following programs were offered: Skill Building for Elementary and Secondary Teachers; Project PRIDE (Professional Refinements in Developing Effectiveness)--the art of questioning, nonverbal communication in the classroom, rewards and penalties, critical classroom incidents, and

positive appraisal of classroom practices; for elementary teachers, Project SELF (Securing Every Learners Future) - emphasis on improving social climate in the classroom; for secondary teachers, Project TEACH (Teacher Effectiveness and Classroom Handling) - focus is on communication techniques (verbal and nonverbal); multicultural and cultural awareness; desegregation institutes; Moral Reasoning Workshops; bus driver training; special education training; and programs related to PL 94-142.

New York City Public Schools (NY)

The Board of Education offers 125 in-service courses per school term. The courses are in part developed by staff from the local community school districts of the New York City Schools. These courses are developed to meet the particular needs of a local school district. Mastery learning, conversational Spanish, methods for the gifted are but examples of such offerings.

District-wide courses in reading, mathematics, writing, and bilingual education have been developed too. These district-wide courses were developed to meet priorities. In addition, human relations courses have been developed to promote positive intergroup relations. All school personnel must complete a 30 hour course in human relations; this course must be approved by the Office of Equal Opportunity. The course covers a broad area--the Civil Rights Movement and legislation, effects of discrimination, stereotyping, America's cultural heritage, urbanization, and resolution of intergroup conflicts. A course, "The Management of Confrontation," has been instituted. It was devel-

oped to overcome the frustration caused by an inability to successfully meet the challerges of students in crisis.

Local colleges and universities in conjunction with the New York City affiliate of the AFT offer approximately 100 in-service courses. Courses and workshops, aside from those previously covered, are offered by the New York City Teacher Centers Consortium. These are taught by teachers and focus on the practical needs of the classroom.

Many outside agencies offer in-service courses and activities for teachers. These agencies include Art Connection, Inc., China Institute, Esperanto Society of New York City, Hunter College, Columbia University, Gestalt Center for Psychotherapy and Training, Jack P. Eisner Institute for Holocaust Studies of the City University of New York, the Metropolitan Museum of Art, the Bronx Zoo, and the American Society for the Prevention of Cruelty to Animals.

Norfolk Public Schools (VA)

A major thrust of in-service programming in the Norfolk Public Schools is the Workshop on Instructional Skills (WIS). It has teacher decision-making as its base. The general format follows the model for instructional improvement developed by Dr. Madeline Hunter of UCLA. Supervising skills are updated and strengthened through the training program; consequently supervising personnel and principals must know learning theory and research on effective teaching and efficient use of time. The research of Dr. Benjamin Bloom is also incorporated into the Workshop.

The Norfolk Public Schools is in the third year of implementing the process. The District expects its full implementation to take

from three to five years. They report that in the past three years the scores on standardized tests of children in the elementary grades, and in some areas of the junior high, have risen above national norms.

The staff development programs in addition to the above instructional skills, focus on five other areas: knowledge of content, use of materials, classroom management skills, planning skills, and human relations. The Staff Development Office administers the in-service programs for the District.

Philadelphia Public Schools (PA)

There are three separate Teacher Corps projects operating in the Philadelphia Public Schools. They are operated in cooperation with Temple University, Villanova University, and Beaver College, and the Office of Staff and Leadership Development and the Office of Federal Programs of the School District.

The Philadelphia Teacher Center has been funded by Title V of the Higher Education Act. The Center provides courses for certification maintenance, master's equivalency, and continued professional growth.

Workshops address the practical rather than the theoretical. They are responsive to teacher and employer expressed needs.

The Office of Staff and Leadership Development, Office of Federal Programs, the Philadelphia Federation of Teachers, and the University In-service Teacher Education Network all cooperatively interact in the Center.

The Network is a consortium of seven colleges and universities

plus the School District. Graduate courses and a reduced tuition to teachers is offered. The School District provides facilities, security, and publicity for the college programs.

The District provides a substitute teacher orientation program for all substitute teachers. It is a five hour mandatory program that stresses techniques of instruction, classroom management, and program operations.

Pittsburgh Public Schools (PA)

An example of a staff development project in the Pittsburgh Public Schools is a program titled PRISM (Pittsburg Research-based Instructional Supervisory Model). The following description of the program has been abstracted from a summary supplied by the Director for Staff Development of the Pittsburgh Public Schools.

PRISM is an adaptation of Dr. Madeline Hunter's Effective Teaching Model. Between October 1 and October 16, 1981, 300 administrators concerned with instruction participated in one of five all-day in-service meetings for an overview of PRISM. Following the overview session, the principals and supervisors began Stage I training. It consisted of five six-hour sessions spaced over approximately a month's time. The content emphasis for this block of training was: principles of learning, anecdotal note taking, conferencing, and appropriate decisions for planning and teaching. For the time remaining to him/her in the school year, each principal and supervisor was engaged in the following activities: developing knowledge of the model, practicing the model with two or three selected teachers, vice principals, and supervisors, and teaching lessons to students to practice understanding

and application of the model.

All training was accomplished by a Staff Development Team appointed in June, 1981. The team was responsible for designing and implementing the program. The Staff Development Team followed the initial group training by working on a one-to-one basis with principals and supervisors in their individual schools.

Members of Central Staff concerned with instruction received training over the equivalent of five days, so that they could apply significant aspects of the Hunter model to their roles in the district.

During the summer of 1982, each administrator will participate in a five-day workshop to prepare himself/herself to conduct training sessions with teachers. The workshop will have a variety of activities from which to choose. Among the topics will be: anecdotal notemaking, conferencing, observation/feedback, practice teaching the model content, video taping of selves, role playing, and viewing training films.

In the second year, the program will expand to the teachers; in the third year utilization of the model will become a part of the evaluation system for administrators and teachers.

Portland Public Schools (OR)

Portland Schools have an extensive and varied approach to in-service education. There are district-wide courses, such as Stress Management, Positive Image Building, Education that is Multicultural, Values Clarification, Organizing an Effective Math Program for the Classroom, Intercultural Communication Skills Development, The Lim-

ited English Speaking Child in Your Classroom, Echo, Exploring the Cultural Heritage of Oregon for Teachers, On Justice: Law in a Free Society, Criminal and Juvenile Justice, Discrimination, Oregon Educator Workshops and other workshops and activities.

Building level in-service programs are available. These are designed according to individual building or teacher needs. In some cases, a master teacher will go to a building to aid an individual teacher. The master teacher will model or demonstrate techniques in the teacher's own classroom setting.

In addition, teachers may select individual offerings, throughout the nation; they may request leave and funding for participation. Individual projects for professional development (and in-service) may be developed. These projects must be approved and must be completed within two years of approval.

There is an Affirmative Career Training (A.C.T.) program that provides particular assistance to women and minorities interested in advancement or changes in status or assignment. There is a District Leadership Training Program as well. This program in 1980-81 had a total of 40 participants (65% women, 40% racial ethnic minorities). Working with administrative mentors, workshops, other activities, and an internship are part of the program.

Richland County School District One

(includes Columbia, S.C.)

Teachers have participated in a Student Team Learning Training Workshop. Teachers learn how to implement any/all of the Three STL

instructional strategies: Teams-Games-Tournaments (TGT), Student Teams-Achievement Divisions (STAD) and Jigsaw.

These strategies have been developed by the Center for Social Organization of Schools of the Johns Hopkins University. TGT students work in groups of four or five, study together (everyone must know the materials), and compete with other teams in simple learning games. STAD students use quizzes rather than games. In Jigsaw, each member of a team of four or five becomes "expert" in an area and then teaches his/her teammates (Student Team Learning n.d.). The entire project has been funded by ESAA. There are 14 school involved in the project (Gr. 4-12).

Other workshops and courses are also offered. The following are examples of such offerings: Motivation and Learning; Implementing PRIME (Progress and Review in Mathematics Education); Designing Diagnostic Activity Packages; Newspaper in Education; Developing Activities for Basic Skills in the Content Areas; Teenage Pregnancy: Intervention, Prevention, and Sex Education. Most of these are held in the District's center.

Saint Louis Public Schools (MO)

A variety of district-wide in-service courses in human relations/school climate activities are offered as part of the District's efforts to assure a smooth and effective desegregation of school staff and student population. The Office of Data Management Services offers in-service courses for all school personnel to familiarize them with the techniques of the new data system.

The Staff Development Division is planning an "institute" for

effective school management. The institute will be based on the effective schools research (refer to Lezotte, et al., Edmonds and Frederiksen, 1978, and Weber, 1971) and the role of the building principal. Practitioners and university-based fellows will work collaboratively on individually-designed school improvement projects (as of October 1981, the institute was in the planning stages).

Workshops on teacher effectiveness research, school effectiveness research, stress management, and effective communication have also been offered.

Seattle Public Schools (WA)

The Seattle Public Schools have an instructional improvement project: ITIP (Instructional Theory Into Practice), based on the program developed by Dr. Madeline Hunter of UCLA. This is a district-wide project initiated in 1979. To date, several hundred have participated in the program.

In addition, the District offers an extensive array of in-service courses in all content areas, at all levels, and in many general areas on a district-wide basis. Various content offices (for example, Mathematics, Reading, Health Education, Career Education, English Language Arts, and so on) offer building-based in-service (school-based) staff development programs as well.

The Staff Development Department offers audio-cassette courses. These cassettes have been recorded by nationally known consultants. They cover many areas, such as Improve Student Achievement, The Reluctant Learner, Stress and Tension, Motivation, Clinical Supervision. and others.

The following urban school districts, not described previously, have a variety of in-service courses of varying length. These courses and activities cover all grade levels, all curriculum areas, and many topics, such as: reading, language arts, spelling, mathematics, multicultural education, microcomputers, various science topics, motivating students, working with gifted children, special education topics, mainstreaming, classroom management, bilingual education, discipline, and many other similar offerings.

Table I: Other Urban School District Respondents

District	Administered by A Central Office Unit	District-wide	School-based	Teacher Center	Administrators' Academy or Similar Programs	Other
Corpus Christi Independent School District (TX)	x[1]	x				
Dallas Independent School District (TX)	x	x		x	x	There are four sub-district teacher centers
East Baton Rouge Parish School System (includes Baton Rouge, LA)	x	x			x	
Grand Rapids Public Schools (MI)	x	x				There are two packaged in-service programs that are offered through a cable television format.
Kansas City Public Schools (MO)	x	x	x			
Hartford Public Schools (CT)		x		x		
Hawaii (State-wide School District)	x	x			x	
Milwaukee Public Schools (WI)	x	x				
Omaha Public Schools (NE)	x	x	x			
Pinellos County (includes Clear-water, St. Peters-burg, FL)	x	x		x	x	
San Diego City Schools (CA)	x	x			x	
Tulsa Public Schools (OK)	x	x	x			Individual or Group Staff Development

[1]Identified from materials received by the authors. The reader should not imply that a particular school district does not have a structure and/or have in-service activities in an area because an "X" does not appear. Not all districts sent extensive descriptions of their in-service efforts.

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